

**Texas Education Agency
Standard Application System (SAS)**

| 2018–2019 Transformation Zone Planning Grant | | |
|---|--|---|
| Program authority: | P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement | FOR TEA USE ONLY <small>Write NOGA ID here</small> |
| Grant Period: | January 15, 2018, to July 13, 2018 | |
| Application deadline: | 5:00 p.m. Central Time, November 30, 2017 | <small>Place date stamp here.</small> |
| Submittal information: | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p> | <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2017 NOV 30 PM 1:13</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> |
| Contact information: | Division of System Support and Innovation: DSSI@tea.texas.gov ; (512) 463-7582 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|-------------------------------------|--------------------|--------------|--|
| Organization name | County-District # | Amendment # | |
| El Paso Independent School District | El Paso – 071902 | | |
| Vendor ID # | ESC Region # | DUNS # | |
| 1746000769 | 19 | 079841979 | |
| Mailing address | City | State | ZIP Code |
| 6531 Boeing Dr | El Paso | TX | 79925-1086 |
| Primary Contact | | | |
| First name | M.I. | Last name | Title |
| Daniel | F | Vasquez | Fund Development & Partnerships Specialist |
| Telephone # | Email address | FAX # | |
| 915-230-2348 | dfvasque@episd.org | 915-230-3097 | |
| Secondary Contact | | | |
| First name | M.I. | Last name | Title |
| Norma | D | Nguyen | Grant Writer |
| Telephone # | Email address | FAX # | |
| 915-230-2347 | ndnguyen@episd.org | 915-230-3097 | |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|-----------------------------|---|----------------------|-------------------------|
| First name Juan | M.I. E | Last name Cabrera | Title Superintendent |
| Telephone # 915-230-2577 | Email address superintendent@episd.org | | FAX # |

Signature (blue ink preferred)

Date signed

11/16/17

701-17-106-005

Schedule #1—General Information

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|--|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|--|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1. | Letters of support from community stakeholders | Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters. |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA. |
| 4. | The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner. |
| 5. | The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role. |
| 6. | If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period. |
| 7. | The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent. |
| 8. | The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018. |
| 9. | The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants. |

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| | |
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Schedule #4—Request for Amendment

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 4. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 5. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 6. | Total costs: | | \$ | \$ | \$ | \$ |

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The El Paso Independent School District (EPISD) is striving to provide families with school choice options that are accessible to its three unique geographic areas. Options may include traditional schools, campuses with tailored innovative academic offering, and transformation zone schools with the autonomy to create change for its individual needs. EPISD has dedicated significant resources to meeting and collaborating with industry leaders in educational reform, transformation and redesign to create a strategic plan to generate a wide range of academic offerings to accommodate the uniquely diverse composition of the Paso del Norte region. Based on its observations, shared experiences and own processes of successes and shortcomings EPISD has identified Transformation Zone Strategies as the next progressive step to attaining a System of Great Schools in El Paso.

With a focus on culture, climate and instruction EPISD has assessed the needs of its schools and campuses in greatest need of directed support and redesign. EPISD contends that the transformation zone model is a promising method because it fosters campus ownership and acknowledges community and campus individuality. The district supports this autonomy by steering strong leadership and staff to support those identified campuses and entrusts them to create plans for addressing their unique needs and provide them the flexibilities to make those changes. This is unlike anything the district has undertaken and, if successful and staffing allows, it may be expanded. This will not be an easy undertaking, as it will involve reversing entrenched ideas and protocol. Assistance from experienced consultants who have implemented district system change and a small cohort of schools is mandatory for initiating the move.

Bowie, Basset and Andress require a significant overhaul in campus culture. A redesign of the campuses would allow an overhaul of the systems that are impeding growth. With guidance from an external partner, the district would devise strategies for recruiting qualified and motivated administration that recruits and retains appropriately trained teachers while also growing system structures built on accountability, implementation of new curriculum strategies, and its ability to oversee instructional learning and adaptation. The focus at Chapin, Logan, Richardson and Milam must be on campus climate. Reforming growth across ethnic subgroups and SPED, and ELL requires a district-led approach in providing schools with development in instructional leadership and granting them budgetary authority to develop in-house talent for meeting their special needs. Given the history of these campuses, this is best accomplished through a Transformation Zone Strategy. Reforming instructional methodologies and platforms would create consistency between Hughey and other EPISD campuses. Additional investment in instructional leadership, professional development and cultivating leadership training on this campus would strengthen student subgroups success rates as well as minimize unusually high retention rates in grades 1 through 4. This focus on instructional redesign will advance and improve academic achievement at Hughey.

EPISD leadership works tirelessly to create a sense of transparency and community inclusion in the directives, progress and trajectory at EPISD. The Board of Trustees and Superintendent Juan Cabrera seek to provide all of EPISD's young scholars with an academically rigorous, character-based education, focusing on the whole child. EPISD seeks to drive innovation and create schools of choice across the city to ensure every child is provided every opportunity to succeed. To this end, EPISD has concluded the Transformation Zone Strategy will advance current EPISD directives which will create the greatest opportunity to accomplish district learning outcome goals and enhance the academic lives of every EPISD student.

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| Schedule #6—Program Budget Summary | | | | | |
|---|--|--------------------------|-----------------|---|------------------------|
| County-district number or vendor ID: 071902 | | | | Amendment # (for amendments only): | |
| Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement | | | | | |
| Grant period: January 15, 2018, to July 13, 2018 | | | | Fund code: 211 | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$0 | \$63,984 | \$63,984 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$0 | \$320,000 | \$320,000 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$0 | \$55,000 | \$55,000 |
| | Consolidate Administrative Funds | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Total direct costs: | | | \$0 | \$438,984 | \$438,984 |
| Percentage% <u>indirect costs</u> (see note): | | | N/A | \$8,112 | \$8,112 |
| Grand total of budgeted costs (add all entries in each column): | | | \$0 | \$447,097 | \$447,097 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| Schedule #7—Payroll Costs (6100) | | | | |
|---|---|---|--|--------------------------|
| County-district number or vendor ID: 071902 | | | Amendment # (for amendments only): | |
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| Academic/Instructional | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| Program Management and Administration | | | | |
| 4 | Chief Innovation/Transformation/New Schools Officer | 1 | 0 | \$58,984 |
| 5 | Transformation Zone Project Manager | | | \$ |
| 6 | | | | \$ |
| 7 | | | | \$ |
| 8 | | | | \$ |
| 9 | | | | \$ |
| 10 | | | | \$ |
| 11 | | | | \$ |
| Auxiliary | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| Other Employee Positions | | | | |
| 21 | Title | | | \$ |
| 22 | Title | | | \$ |
| 23 | Title | | | \$ |
| 24 | Subtotal employee costs: | | | \$ |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 25 | | | | |
| 26 | | | | |
| 27 | | | | |
| 28 | 6140 | Employee benefits | | \$5,001 |
| 29 | | | | |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$5,001 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$63,984 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Schedule #8—Professional and Contracted Services (6200) | | |
|--|---|------------------------------------|
| County-district number or vendor ID: 071902 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$0 |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Qualified Zone Design Partner, matched with LEA by TEA | \$320,000 |
| 2 | | \$ |
| 3 | | \$ |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$320,000 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$0 |
| (Sum of lines a, b, and c) Grand total | | \$320,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #10—Other Operating Costs (6400) | | |
|---|--|---|
| County-District Number or Vendor ID: 071902 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$20,000 |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$30,000 |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally. | \$5,000 |
| 64XX | Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$0 |
| Grand total: | | \$55,000 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For consideration EPISD has prioritized eight schools in its initial planning process: Bowie High, Andress High, Chapin High, Bassett Middle, Richardson Middle, Hughey Elementary, Logan Elementary, Milam Elementary. However, EPISD acknowledges that if selected and through the recommendation of its TEA appointed Zone Design partner, other EPISD campuses may become members of the transformation zone implementation plan. Each of the prioritized school's history and situation warrant a careful and measured planning process to resolve the barriers to sustained student growth and create lasting change for the communities they serve. Notably, given Bowie and Bassett's persistent difficulties on academic performance, they will most likely require more involved focus than other proposed Transformation schools. A needs assessment was conducted to consider current academic performance, curriculum and practices, and student and staff climate and highlight possible areas for growth.

Bowie High (met 0% of state Math and Reading safeguards) is situated in one of the most economically disadvantaged neighborhoods (reflected in 82% of student population) in the district and has received multiple Improvement Required designations by TEA. Numerous attempts have been made to reform the school. In 2016, New Tech project based learning was implemented for a portion of students/staff with positive effect on academic performance. Yet, a need for systemic change is still needed to address issues of low attendance, low graduation, and low expectations. High turnover in administration and the lack of bilingual teachers to teach the student population that is 47% English Language Learners highlight the need for talent pipelines to direct experience and specialized skills where they are needed most. Bassett Middle (met 64% of state Math and reading safeguards) is similarly disadvantaged (88% of student population disadvantaged) and has received multiple Improvement Required designations by TEA. Due to military dependent students, mobility is higher than the district overall. The campus lacks certified bilingual staffing (0%) to meet the needs of its 22% English Language Learners (ELL) and the Special Education (SPED) population has the lowest academic performance (35% lower than overall campus). Andress High (7% of math and reading safeguards) has low overall scores in reading and math, sees large gaps in performance between three ethnic groups, and sees underperformance and high dropout rates among its SPED and ELL populations.

With an engineering magnet, Chapin High (80% of math and reading safeguards) does markedly and consistently well on mathematics instruction for its racially and ethnically diverse student body. Also, graduation and attendance rates are higher here than the district sees overall. Reading instruction, however, is less consistent across racial groups. Unfortunately, the SPED population has marked lower scores in math and especially reading (47% gap compared to overall campus passing rate), while English Language ELL slip through the cracks and dropout frequently. Logan Elementary (83% of math and reading safeguards) meets overall scores in reading and math and is consistent among its predominant white and Hispanic groups. However, it fails to meet state required achievement for its SPED (math and reading) and ELL (reading). Richardson Middle mirrors Chapin High in ethnic diversity and performance: it does well overall and has above average attendance, but has performance gaps between ethnic groups and sees drastically lower performance for SPED and ELL populations.

Milam Elementary (83% of math and reading safeguards) meets overall and ethnic group score requirements in reading and math, but struggles with lower scores for its SPED population.

Hughey Elementary (79% of math and reading safeguards in 2016) met overall state requirements for reading and math, but found below standard rates for racial groups and SPED population. Hughey now meets 100% of 2017 safeguard metrics, but may be benefitting from an unusually high retention rates at every grade level from first to fourth grade.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|--|
| 1. | Culture: The schools (Bowie, Bassett, Andress) with the lowest overall achievement have fundamental challenges in meeting the needs of the student population. They warrant new strategies for <ul style="list-style-type: none"> ■ organizational structures ■ instructional leadership ■ curriculum alignment ■ staff recruitment and retention | A redesign of the campuses would allow an overhaul of the systems that are impeding growth. With guidance from an external partner, the district would devise strategies for recruiting qualified and motivated administration that recruits and retains appropriately trained teachers while also growing system structures built on accountability, implementation of new curriculum strategies, and its ability to oversee instructional learning and adaptation. Campus Climate survey indicates a significant disconnect between district, campus and community expectation. Community Involvement is required for transformation, but must include community education and message delivery on goals, expectations and academic standards. |
| 2. | Climate: The schools (Chapin, Logan, Richardson, Milam) which have passing achievement in overall scores but struggle with (relatively small) SPED and ELL populations need new approaches for <ul style="list-style-type: none"> ■ Instructional leadership ■ Budgetary authority ■ Talent development ■ Curriculum alignment ■ Time allocation ■ Collaborative structures | Reforming growth across ethnic subgroups and SPED, and ELL requires a district-led approach in providing schools with development in instructional leadership and granting them budgetary authority to develop in-house talent for meeting their special needs. To further grow, the schools may need to update curriculum, time allocation, and collaborative structures to disseminate best practices. |
| 3. | Instruction: The school (Hughey) that has achieved passing status on all safeguard measures but may be over reliant on a fail safe instead of first time instruction using unique methods to evaluate grade level completion may need new methods in <ul style="list-style-type: none"> ■ Evaluation ■ Collaborative structures ■ Time allocation | Reforming instructional methodologies and platforms would create consistency between Hughey and other EPISD campuses. Additional investment in instructional leadership, professional development and cultivating leadership training on campus would strengthen student success rates as well as minimize unusually high retention rates in grades 1 through 4. To further grow, the schools may need to update curriculum, time allocation, and collaborative structures to disseminate best practices and strengthen teacher comprehension. |

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| Schedule #14—Management Plan | | | | | |
|--|--|--|----------------|------------------------------------|--|
| County-district number or vendor ID: 071902 | | | | Amendment # (for amendments only): | |
| Part 1: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | |
| # | Objective | Milestone | Begin Activity | End Activity | |
| 1. | Identify campuses that will be in the zone | 1. Provide data/needs assessment related to culture change at Bowie, Bassett, Andress | 1/15/18 | 2/14/18 | |
| | | 2. Provide data/needs assessment related to climate change at Chapin, Logan, Richardson, Milam | 1/15/18 | 2/14/18 | |
| | | 3. Provide data/needs assessment related to instruction change at Hughey | 1/15/18 | 2/14/18 | |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX | |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX | |
| 2. | Develop initial zone plan, including governance, management, and specific strategies | 1. Assign TZ Chief Officer | 1/15/18 | 2/9/18 | |
| | | 2. Plan design partner calendar schedule | 2/1/18 | 3/1/18 | |
| | | 3. Design Governance Plan | 2/28/18 | 5/18/18 | |
| | | 4. Develop Management Strategy | 2/28/18 | 5/18/18 | |
| | | 5. Coordinate planning kickoff meeting | 1/15/18 | 2/8/18 | |
| 3. | Solicit and incorporate stakeholder feedback | 1. Introduce of Transformation Zone Chief to Board of Trustees, district leadership, and local policy makers | 1/15/18 | 2/28/18 | |
| | | 2. South/Central Community and Stakeholder meetings | 2/15/18 | 2/22/18 | |
| | | 3. Northeast Community and Stakeholder meetings | 2/22/18 | 3/1/18 | |
| | | 4. West Community and Stakeholder meetings | 2/28/18 | 3/6/18 | |
| | | 5. Public relations/information distribution campaign | 3/1/18 | 4/1/15 | |
| 4. | Develop TZ plan | 1. Conduct planning kickoff meeting | XX/XX/XXXX | 02/09/2018 | |
| | | 2. Provide TEA with a preliminary TZ plan | XX/XX/XXXX | 05/18/2018 | |
| | | 3. Provide TEA with a final TZ plan | XX/XX/XXXX | 06/22/2018 | |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX | |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX | |
| Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award. | | | | | |
| Part 2: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | |
| EPISD currently provides non-traditional and innovative academic offerings throughout the district. These offerings include New Tech Network, Medical Magnet Programs, International Baccalaureate (IB), AP Capstone, Law Magnet Programs, Engineering Magnet Programs, an Early College High School and a single gender STEAM Academy. In many areas there is no vertical or strategic alignment between feeder programs to support or cultivate success for these programs. The success of these programs are isolated to the areas and campuses where these programs are available. Student populations not associated with these offerings tend to demonstrate lower performance, attendance rates and academic success. EPISD envisions utilizing the Transformation Zone Planning program to create alignment for current offerings as well as identifying best practice models for areas which may not have active or practical access to existing programs. The TZ model would allow EPISD the opportunity to expand successful current offerings but also strategically realign or abandon offerings where participation, transportation or accessibility barriers exist. EPISD, would utilize the TZ model to strengthen those areas where performs gaps are greatest and provide directed and focused support in areas where achievement gaps persist. The TZ model would provide an infusion of financial and social capital which will cultivate and improve community awareness and support as well as create long term strategic vision and community investment in social and academic transformation. | | | | | |

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071902

Amendment # (for amendments only):

TEA Program Requirement 1: Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD is guided by the following vision: El Paso Independent School District will be a premier educational institution, source of pride and innovation, and the cornerstone of emerging economic opportunities producing a twenty-first century workforce. This vision is supported by four strategic priorities: active learning, great community schools, community partnerships and leading with character and ethics. These are the foundations of EPISD's strategic plan, EPISD 2020, which was designed to improve and invigorate public education in the Paso del Norte region. To accomplish this, EPISD, as a District of Innovation, has prioritized goals that will create a 5-year student improvement plan (2016-2017 through 2020-2021), design and implement an accountability system for major district programs and operations, focus on employee satisfaction, reduce or minimize declining enrollment to less than 1% annually, improve community and stakeholder involvement and finalize a 5-year budget plan. To accomplish this ambitious undertaking the EPISD Board of Trustees, per Lone Star Governance Guidelines, have identified three board goals to support the district in its efforts: (1) By 2021, 85 percent of EPISD graduates will enroll in higher education (defined as industry certification, military training, or two- and four-year degree programs); (2) By 2021, EPISD will decrease the gap in graduation rates by feeder pattern to a difference no greater than 4 percent; (3) By 2021, EPISD will increase the number of students that feel engaged and challenged in school as determined by the Gallup Student Poll.

EPISD contends with unique variables that create logistical, cultural, geographic and economic conditions that impede progress towards becoming a System of Great Schools. Being positioned between the southern U.S. border, a central mountain and military base creates a challenge for the timely transport of students to high quality traditional high schools or secondary specialized options. To address this need, the district is planning local options for each of the three geographic sections: West, South/Central, and North East. Each region should contain three or four high schools with options for New Tech, AP Capstone, Early College, Engineering, International Baccalaureate, Law, or Medicine. These options are currently provided by EPISD, but are not equitably available by region. Given EPISD's 250 square mile district size, geographic proximity is a natural barrier to the accessibility of high quality specialized options.

The proposed Transformation Zone would focus on a redesign model for Bowie High (South/Central). Bowie currently has a New Tech program and could support the addition of an engineering magnet program while rebuilding the rest of the school to create a uniform culture of expectations. This type of focus would add additional high quality options in a region that lacks options, opportunity and access. Andress High (North East) is currently initiating the International Baccalaureate program. A redesign from Transformation Zone may help guide development and open an additional Public Service Academy to offer programming for students interested in public health, military or legal fields. Andress is the district's northern-most campus and Bowie the southern-most campus. These two communities experience geographic isolation which limits their access to innovative high-quality schooling options. A Transformation Zone strategy would generate community involvement and investment as well as provide additional alignment and resources for these campuses to achieve district goals and create gains in student success and achievement. Bassett Middle School has been a Focus campus since 2013. Geographically, it is the most centrally situated campus in the district and resides in one of the oldest and most economically challenged areas of the city. The students from Bassett feed into Austin High School. However, given its proximity and high military population, many students attend Andress, Irvin or Chapin High Schools which are closest to Ft. Bliss Military Installation. The mobility rate coupled with the areas instances of poverty create several needs and considerations for the students and community of Bassett. Most students lack the access to attend a non-traditional offering in the district due to financial and transportation limitations.

Additionally, the mobility rate creates a lack of academic continuity and follow through for these students. What's most concerning is that, given the mobility rate of these students, several high schools are potentially impacted by the lack of support for this campus and community. A Transformation Zone strategy would provide EPISD with an opportunity to create a plan of action that would uniquely address the needs of the campus and community.

The Transformation Zone Strategy creates a natural alignment to bridge the gaps in performance, resources and partnership collaboration needed to advance EPISD's vision and mission of graduating every student prepared for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and drivers of a robust, bicultural economy.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD currently follows a Campus Tier Model to assess achievement of campuses and correct low performing campuses. This tier system is a weighted calculation of campus performance on the four TEA indices, overall student attendance rate, overall employee attendance rate, student participation rate, and professionals survey participation rate with low discipline points (0,1, or 2) and state distinction points added (.5 for each distinction). The resulting total is divided by the greatest campus total and multiplied by 100 to get Campus Scaled Score. The scaled campus scores of 90 and greater are entered into Tier 1, 80 to 89.99 are entered into Tier 2, and less than 80 are entered into Tier 3. Tier 3 campuses receive targeted District level support. There are 60 Tier 3 campuses that make up 38.2% of District campuses and they serve 11,336 students which accounts for 19.1% percent of district student population.

The current tiering system was designed to improve poor performing schools by providing them with more district-led support and oversight of budgeting and hiring. The philosophy is that schools would benefit from intense support and be driven to improve performance in order to earn autonomy. This has been an ineffective impetus for change. Aside from this, there have been small, grant-funded projects to address subject-specific academic shortcomings at specific schools. Some of these efforts have had initial or small scale impact; With the exception of the New Tech Network at Bowie, none appear to be sustainable or long lasting.

The transformation zone strategy is a promising method because it fosters campus ownership and recognizes their individuality. The district will support this autonomy by steering strong leadership and staff to support those campuses, entrust them to create plans for addressing their unique needs and provide them the flexibilities to make those changes. This is unlike anything the district has undertaken and, if successful and staffing allows, it may be expanded. This will not be an easy undertaking, as it will involve reversing entrenched ideas and protocol. Assistance from experienced consultants who have implemented district system change and a small cohort of schools is crucial for initiating the move. Specifically, Bowie High School and Basset Middle School have been the focus of much attention by EPISD leadership, the State of Texas and in some capacity national agencies. Previous attempts at redesigning or altering the culture and climate at these campuses have failed in large part to approaching these communities in isolation. Bowie and Basset have always been approached as stand alone priorities and areas of need. Transformation Zone strategy will create integration for both communities into the district's strategic framework creating attainable expectations that are in line with district and state performance standards. Both campuses have been plagued with high faculty and staff turnover. Bowie has been without a principal for six months and Basset was recently assigned a principal after an extended vacancy. A Transformation Zone strategy will create additional options and opportunities for both of these academic communities. The creation of these opportunities will allow EPISD to cultivate, develop and recruit ambitious and highly qualified teachers, staff and administration. Additional autonomy in campus leadership and management through the implementation of new offerings will attract stronger leaders draw teachers and administrators to these communities who would have previously not considered these campuses.

Bowie, Basset and Andress require a significant overhaul in campus culture. A redesign of the campuses would allow an overhaul of the systems that are impeding growth. With guidance from an external partner, the district would devise strategies for recruiting qualified and motivated administration that recruits and retains appropriately trained teachers while also growing system structures built on accountability, implementation of new curriculum strategies, and its ability to oversee instructional learning and adaptation. The focus at Chapin, Logan, Richardson and Milam must be on campus climate. Reforming growth across ethnic subgroups and SPED, and ELL requires a district-led approach in providing schools with development in instructional leadership and granting them budgetary authority to develop in-house talent for meeting their special needs. Given the history of these campuses, this is best accomplished through a Transformation Zone Strategy. Reforming instructional methodologies and platforms would create consistency between Hughey and other EPISD campuses. Additional investment in instructional leadership, professional development and cultivating leadership training on this campus would strengthen student subgroups success rates as well as minimize unusually high retention rates in grades 1 through 4. This focus on instructional redesign will advance and improve academic achievement at Hughey.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071902

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since being named Superintendent in 2013, Mr. Juan Cabrera has worked tirelessly to create a sense of transparency and community inclusion in the directives, progress and trajectory at EPISD. Under the guidance of the Board of Trustees and working with his leadership team, Cabrera seeks to provide all of EPISD's young scholars with an academically rigorous, character-based education, focusing on the whole child. Working with EPISD's dedicated teachers and administrators, Mr. Cabrera seeks to drive innovation and create schools of choice across the city to assure every child is provided every opportunity to succeed. To this end, Mr. Cabrera and his Chief of Staff, Jose Lopez, have taken the initiative to educate and inform district and campus leadership, EPISD Board of Trustees, community partners, local stakeholders and elected policy makers on the need to pursue a Transformation Zone Strategy.

Mr. Cabrera and Mr. Lopez have engaged in discussions with local non-profit organizations and community partners who support and collaborate on EPISD progress and agree that a Transformation Zone strategy is the next natural step in that progression. These discussions have taken place during board meetings, town hall style meetings, consortium and collaborative meetings and serve to maintain transparency and community involvement. Further, Mr. Cabrera and Mr. Lopez communicate district needs, achievement and upcoming projects to local and nationally elected policy makers. In these briefs and discussions, the Transformation Zone strategy has been discussed, vetted and embraced as a logical progression to accomplishing district goals and providing access to innovative and transformative educational opportunities for El Paso students. Mr. Cabrera also works in close collaboration with the University of Texas at El Paso (UTEP) and its leadership team. Since over 80% of UTEP students originate from El Paso schools, the university has a vested interest in the quality and caliber of students that are produced by EPISD. UTEP and other institutions are aware of the progressive and innovative undertakings at EPISD and welcome them as they prepare future students for the rigors and expectations of higher education. Mr. Lopez and his staff worked directly with the EPISD Board of Trustees and prepared them for the requirements needed to pursue this opportunity. Mr. Lopez's staff is and will be responsible for all board participation and involvement in the Transformation Zone Process. If awarded, he and Mr. Cabrera will work directly with the Board President to guarantee EPISD fulfills all community and compliance measures prescribed by the funding opportunity.

Deputy Superintendent of Academics and School Leadership, Elizabeth Saenz oversees the Department of Innovation, Design and Development and has focused on the prioritization of climate, culture and instruction. She has been directly involved with communicating the impacts and need for a Transformation Zone Strategy to Academic Leadership members, including discussions regarding need, bridging the equity gaps within specific campuses and communicating the implications and tremendous potential such a funding opportunity will generate.

Members of the Chief of Staff's Office, Academic Leadership and Innovation Design and Development presented the grant opportunity before the EPISD Board of Trustees and community members on November 16, 2017. At this meeting they addressed any questions or concerns regarding the proposal to board and community members. This conversation was led by Mr. Jason Long, Executive Director of Innovation, Design and Development, as well as Claudia Oliva, of the Fund and Partner Stewardship Office. Mr. Long and Ms. Oliva outlined the grant requirements, program details, community impact and benefit as well as addressed concerns and reservations. Present at this public forum were both area teacher association presidents, district leadership cabinet, board of trustees and several staff and community members.

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Amendment # (for amendments only):

TEA Program Requirement 4: Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD acknowledges that for students to succeed in today's world, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. EPISD believes that in addition to supporting students as they meet core credit requirements, there is a need to focus on college and career readiness, dual language, entrepreneurial mindsets, character development, social and emotional learning, and employability. Accordingly, EPISD has developed a Strategic Plan for the District including strategic priorities, focus areas, and continual forward-looking growth for every student. In other words, the Strategic Plan is designed to create a system that puts learners at the center. The Strategic Plan signals a transition from test preparation as the primary focus to meaningful, student-centered learning as a core design principle. The Strategic Plan emphasizes a commitment not only to established student priorities such as active learning, but also to offering quality options for every family and providing development opportunities to staff so that they can best support students. The Strategic Plan has the following three focus areas:

1. Providing Engaging & Challenging Learning
2. Building Strong Supports for Students, Schools, and the Community
3. Modernizing Facilities to Create Great Learning Environments

Transformation Zone Planning strategies will advance EPISD's efforts in meeting these strategic priorities. This opportunity will create avenues for EPISD to generate and sustain long term changes in climate, culture and instruction in some of it's hardest to serve communities. Specifically EPISD strives to overhaul regionalized and isolated systems that impede academic and community growth. With support from a design partner, EPISD hopes to devise strategies for recruiting qualified and motivated administration that recruits and retains appropriately trained teachers while also growing system structures built on accountability, implementation of new curriculum strategies, and its ability to oversee instructional learning and adaptation. These changes will assist in altering the stagnant culture that has prevented academic growth and progress.

Additionally, said strategies would offer a strengthened district-led approach in providing schools with development in instructional leadership and granting them budgetary authority to develop in-house talent for meeting their specific needs. Improving student performance and academic outcomes is a priority for EPISD. Accomplishing the board goals of decreasing the gap in graduation rates by feeder pattern and increasing the number of students that feel engaged and challenged in school by 2021 are priorities driving EPISD's decision to pursue a Transformation Planning strategy. More engaged students will create improved graduation rates and create well rounded students prepared to be the drivers of a robust bi-cultural, bi-literate 21st century economy. To accomplish this a major overhaul district climate must be achieved, Transformation Planning strategies will carry EPISD currents efforts and undertakings forward to accomplish this goal.

The promotion of innovative curriculum and instructional methods will help the District provide more engaging and challenging learning to meet student learning goals of developing critical, knowledgeable, and creative thinkers; informed problem solvers; effective bilingual communicators; responsible leaders and productive citizens; and socially and emotionally intelligent individuals. Promoting innovative ideas regarding community participation, campus governance, and parental involvement will help build strong supports for students, schools, and the community by increasing community partnerships which bring together education, business, and civic agencies so that every school, family and student will feel supported and the community will support the District. Transformation Planning strategies not only advance this approach but also creates the opportunity for EPISD to approach a structure that aligns with the System of Great Schools model. Creating more equitably distributed educational options and offering to students and communities will create improved engagement, sustained interest and community investment. This will generate improved student outcomes and improved academic success.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 5a: Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☐ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.☐ Identifying and matching campuses with high quality external school support or improvement organizations.☒ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.☒ Other locally developed and evidence-based strategies☐ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.**TEA Program Requirement 5b:** Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD is confident that strategies 3 and 4 are the two options that will best accommodate the needs of the community and get EPISD closer to its strategic and board goals. EPISD has had remarkable success in recent partnerships with external organizations that specialize in school design and redesign. The New Tech Network is currently on eight campuses in the district. The newest is an all girls STEAM preparatory campus and in Fall 2018, Hart Elementary will become the first dual-language elementary New Tech campus in the nation. EPISD has had tremendous success with New Tech; Bowie High's Oso New Tech program is an example of how introducing a change in campus culture supported by increased expectation can make a marked difference. Students in the Oso New Tech program have outperformed their campus peers on district and state performance standards. Additionally, providing more innovative options and access to non-traditional opportunities will cultivate and inspire student interest and improve student outcomes.

EPISD is also sensitive to its unique community composition. EPISD has a significant ELL population, contends with geographic diversity due to the extensive size of the district, experiences a high mobility rate and contends with extreme economic disparity. In addition, EPISD's proximity to the U.S. Mexico border creates cultural, social and economic considerations that are unique to El Paso. These considerations, coupled with our desire to provide the most opportunities for the students in our district, require the selection of a strategy that allows for the exploration and creation of locally developed and evidence based strategies. Members of the EPISD leadership team and Board of Trustees have traveled the country and visited districts and schools that have transformed their regions and improved academic performance. Models such as the Denver Independent School District, Cleveland Independent School District, and redesign models in New York City have provided multi-regional examples for EPISD to evaluate. EPISD feels it would be best to learn from those approaches and gauge their individual success and shortcomings, and tailor solutions that will best address local need. This exposure coupled with the insight of a TEA designated Transformation Zone partner will offer the greatest opportunity of success in a Transformation Zone Strategy.

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Amendment # (for amendments only):

TEA Program Requirement 6: Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently EPISD conducts Principal Prep training which is uniform across schools. Campus principals meet monthly for professional development and specialized training provided by district leadership. EPISD is in the process of expanding its leadership identification and training platforms. Many campus leaders, some through grant funded programs, attend leadership training programs dedicated to campus and personnel management. EPISD was a finalist and was in consideration for an initial talent development and training program through the Holdsworth Foundation in 2016. Under the Office of Innovation, Design and Development, EPISD is working on implementing a yearlong specialized training for principals to develop turnaround skills for high needs schools.

In the same way, the Office of Innovation, Design and Development is considering development of "Champion Teachers" through a rigorous selection process of teaching quality criteria and designation of champion status for increased pay and a 5-year contract to serve where the district sees fit. These champion teachers will be leaders at their assigned campuses and will assist in observing and advising fellow teachers.

EPISD has an informal mentorship program designed to identify teachers who demonstrate the potential to become campus or district administrators. This mentorship program is designed to identify and cultivate district employees who are leaders on their campus and align them with master principals who will mentor and support their progress into administration. EPISD has a tuition reimbursement program for its faculty and staff who pursue advanced degrees in administration or subjects that will propel them into district leadership positions. EPISD actively recruits new teachers, administrators and support staff throughout the area and surrounding region. EPISD markets its innovative model at job and recruiting fairs and in marketing campaigns.

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Amendment # (for amendments only):

TEA Program Requirement 7: Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the TEA – matched design partner, EPISD will appoint or hire a Chief Innovation/Transformation Officer. If an internal appointment is determined to be the best course of action, the appointment will take place upon grant award with the Chief Transformation Officer assuming full responsibility on or by January 15. Should EPISD decide to hire an individual from outside of the current leadership structure, that individual will be offered a position in an expedited fashion, with all hiring processes meeting state and local hiring practices and policies. The qualifications that either candidate will need to possess will include, but will not be limited to: a Master's Degree from an accredited university or college; Valid Texas Principal Certificate; knowledge of curriculum development and program design; skills in project management, community-building, and resource acquisition development; ability to effectively lead cross-functional teams; ability to develop, implement, and assess policy, regulation, and practice; strong organizational, communication, and interpersonal skills; five years teaching experience and administrative experience with demonstrated results. The Chief Innovation/Transformation Officer will report directly to Superintendent Cabrera throughout the duration of the process. If awarded an implementation grant, EPISD will follow the recommendations of the TEA-matched design partner in relation to staffing and reporting responsibilities for the Chief Innovation/Transformation Officer. Under the direction of Deputy Superintendent Elizabeth Saenz, Academics and School Leadership will coordinate and support the Transformation Zone planning strategy. Ms. Saenz will work in collaboration with the newly appointed/hired Officer, Office of Innovation, Design, and Development, and the Chief of Staff's Office to accomplish goals related to instructional design or identifying gaps in instructional delivery within the Transformation Zone. Ms. Saenz holds a Master's in Education from Sul Ross University as well as a Bachelor of Arts. Ms. Saenz completed course work toward a doctorate in Education from the University of Texas at Austin. In her career as an educator, administrator and consultant, Ms. Saenz has been referred to as a trailblazer in education due to her success in bridging the silos of leadership, management and innovation. In a previous capacity as a Superintendent, Ms. Saenz provided instructional leadership to promote success for all students. She successfully increased the number of students successfully meeting TSI requirements and implemented instructional programs that consistently raised scores and earned "National Blue Ribbon School" distinctions. Ms. Saenz was also instrumental in implementing vertically aligned curriculum and academic intervention to improve student achievement and has reorganized district departments to better support instructional goals and campuses.

The Office of Innovation, Design, and Development will manage the Transformation Zone. This office incubates new programs like Power-UP and Active Learning. It houses innovative schools such as the Young Women's STEAM Preparatory and Research Academy and eight New Tech Network schools. The Chief Innovation/Transformation Officer will be housed in this office and will work with Jason Long, Executive Director for Innovation, Design and Development. Mr. Long has 15 years experience as an administrator. In his experience as an administrator, he served as principal of Mission Early College High School, El Paso's first Early College High School. The Officer will coordinate with the Office of Fund and Partner Stewardship and Daniel Vasquez, Fund Development and Partnership Specialist, to ensure grant compliance and oversight. Mr. Vasquez has over 18 years experience in grant management and compliance. Mr. Vasquez has worked for non-profit organizations, academic institutions and institutions of higher learning. In his professional career he has managed and secured nearly \$250,000,000 in grant and privately funded programmatic dollars.

EPISD Chief of Staff, Jose Lopez has been with the El Paso Independent School District since 2009 and has worked in education administration for 13 years. During his tenure at EPISD, he has held various positions including Director of External Funding, and most recently Executive Director of Strategy and Accountability. Mr. Lopez will work with the Innovation/Transformation Chief to work towards fidelity and sustainability in relation to any undertakings related to the planning strategy. Mr. Lopez will also work in collaboration with the Innovation/ Transformation Chief to coordinate and carry out board involvement, updates and investment. Mr. Lopez holds a B.A. and M.A. in Political Science from St. Mary's University, and an M.B.A. from the University of Notre Dame.

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Schedule #18—Equitable Access and Participation

| | | | | |
|---|---|---|--------------------------|-------------------------------------|
| County-District Number or Vendor ID: 071902 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 071902

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Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 071902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|-------------------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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County-District Number or Vendor ID: 071902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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EL PASO INDEPENDENT
SCHOOL DISTRICT

November 30, 2017

Mr. Mike Morath
Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

RE: 2018-2019 TEA Transformation Zone Planning Grant

The El Paso Independent School District is excited and proud to submit its formal application for the 2018-2019 TEA Transformation Zone Planning Grant. Situated on the U.S.-Mexico border, the El Paso Independent School District (EPISD) serves a student population of nearly 60,000 learners with ethnically, culturally, linguistically and socio-economically diverse backgrounds. This diversity, coupled with the daily challenges associated with such a geographically unique setting positions EPISD to provide an opportunity to collaborate with TEA and a Transformation Zone Partner to provide access for students who reside farthest from equitable learning opportunities.

In the four years that I have had the privilege of serving as Superintendent, EPISD has experienced remarkable growth through the addition of new learning opportunities and platforms that prepare our students for a diverse and robust 21st century work force. The implementation of the New Tech Network on eight campuses, the newest of which will become the nation's first dual-language New Tech elementary campus in Fall 2018, has improved student academic performance. The expansion of Dual-Language learning to all EPISD campuses is creating more actively engaged learners who are becoming bi-literate, bi-lingual and bi-cultural. This success has inspired the implementation of a Mandarin language pilot program allowing our students to be fully immersed in a third language. Two EPISD high schools currently have International Baccalaureate (IB) programs with three middle schools scheduled to launch IB programs in Fall 2018, demonstrates EPISD's commitment to creating more choices for opportunity to academic success. This fall, the Young Women's STEAM Research and Preparatory Academy opened its doors. The Young Women's STEAM Academy is a New Tech Network School, and is focused on closing achievement gaps for young women in the STEAM arena. From active learning and technology to fine arts and career education, EPISD is a leader in El Paso and a major player in the economic development of our amazing city. Closing the performance gap and creating access to excellent academic opportunities for all EPISD students is the core of our district's strategic framework; the TEA Transformation Zone Planning Grant will get us closer to that end.

If awarded a Transformation Zone Planning Grant, I will personally commit to engaging and participating in at least four strategic planning sessions with our selected Transformation Zone partner. I will oversee the internal selection of a Chief Transformation Officer, or related leadership team member and will continue to oversee the work done by that selected official. I extend my personal assurance to TEA that I will work with the EPISD Board of Trustees and our Office of Fund and Partner Stewardship, under Innovation Design and Development to guarantee that all submission deadlines in May and June 2018, for the Transformation Zone Plan and Final Plan are honored.



EL PASO INDEPENDENT
SCHOOL DISTRICT

The 2018-2019 TEA Transformation Zone Planning Grant is an amazing opportunity for EPISD and the Paso del Norte Region. This plan would not only get us closer to alignment as a system of great schools, but will also create new and innovative choices for our uniquely diverse student population and the surrounding region. Our past work with New Tech Network, as a redesign partner and a collaborator of innovation, demonstrates our district's willingness to relinquish control and extend autonomy to partners in the name of choice and creating student engagement. Creating more choice under the EPISD umbrella is a positive initiative and a progressive move to addressing the needs of the students served by the campuses identified as 2017-2018 Title I focus schools.

We appreciate TEA's initiative and leadership in coordinating with academic and transformation partners to develop this proposed project. We are confident that this worthy endeavor will improve the quality of life for our community members and many young learners. Should you have any questions regarding our commitment, please contact me at 915-230-2557 or by email at superintendent@episd.org.

Sincerely,



Juan Cabrera
Superintendent





EL PASO INDEPENDENT
SCHOOL DISTRICT

November 30, 2017

Mr. Mike Morath
Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

RE: 2018-2019 TEA Transformation Zone Planning Grant

Mr. Morath,

Please accept this letter on behalf of the El Paso Independent School District's Board of Trustees as a full sign of support and endorsement of our district's pursuit of the 2018-2019 TEA Transformation Zone Planning Grant. As a Board trained under Lone Star Governance, we are in constant pursuit of opportunities to improve student outcomes. We feel that participation in such a program would be a great opportunity to generate a unique opportunity for improved academic success for our nearly 60,000 students.

The El Paso Independent School District (EPISD) is striving to become a system of great schools. To do so we acknowledge that we need support, collaboration and partnership from other providers to create a unique system of access and choice for the students not just in our district but the entire Paso del Norte region. For almost two years, EPISD has been a District of Innovation; this distinction was sought out to create a system whereby the most progressive, pioneering and advanced educational platforms would be made available to the students of EPISD. The 2018-2019 Transformation Zone Planning Grant advances our innovative distinction and will assist us in preparing our students for college and careers and empower them to be the drivers of a robust bi-cultural 21st Century workforce.

This undertaking aligns with our District's Strategic Priorities and Board Goals. Board Goals which include:

- Increasing the number of students who feel engaged and challenged in school
- Decreasing the gap in graduation rates between our feeder patterns
- Enrolling 85% of our graduates in higher education which includes two and four-year degree programs, military training or enlistment and industry certification.

If selected for the Transformation Zone Planning Grant, The EPISD Board of Trustees will commit to supporting Mr. Juan C. Cabrera, EPISD Superintendent, in his participation and collaboration with our selected transformation zone partner. We will adhere to the advice and recommendations of the Transformation Zone Partner's suggestions and recommendations as they pertain to the planning and implementation of the Transformation Zone project. We will empower the collaboration between our Superintendent and the designated Chief Innovation Officer to successfully complete the planning and implementation of this project. Most important, as the Board of Trustees we will guarantee that any and all undertakings or associations during this process will be conducted under the rules and regulations set forth by the State Board of Education with transparency and fidelity.



EL PASO INDEPENDENT
SCHOOL DISTRICT

We welcome and encourage this opportunity and we appreciate TEA's initiative and leadership in coordinating with academic and transformation partners to develop this proposed project. We are confident that this worthy endeavor will improve the quality of life of the entire Paso del Norte Region and the many students we serve. Should you have any questions regarding our commitment, please contact me at 915-230-2576 or by email at thatch@episd.org.

Sincerely,

A handwritten signature in blue ink, which appears to read "Trent Hatch", is located below the word "Sincerely,".

Trent Hatch
President
El Paso Independent School District Board of Trustees





November 30, 2017

Mr. Mike Morath
Commissioner of Education
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

In the time that Austin Voices for Education and Youth (Austin Voices), has partnered with The El Paso Independent School District (EPISD) through our Community School program, we have witnessed the impact neighborhoods, campuses and community based organizations can have on changing whole systems when they unite for a common purpose. Because of the existing partnership between EPISD and Austin Voices coupled with what we have accomplished in such a short time, we would like to encourage and support EPISD's 2018-2019 TEA Transformation Zone Planning Grant Application.

We believe that the whole community is responsible for creating opportunities and access to excellent public schools for young people. These opportunities transform the lives of young people and empower them to be agents of change. In working with EPISD for over a year in the Segundo Barrio, located in South El Paso, one of the nation's poorest regions, we have witnessed EPISD's commitment to revitalize entire communities through educational transformation. Having discussed EPISD's Strategic priorities with Mr. Juan Cabrera, Superintendent, and members of his leadership team, I believe that EPISD's priorities of creating great community schools in every neighborhood and the expansion of the active learning framework will be the two most important factors in revolutionizing education in El Paso. This planning grant opportunity will enhance and expand upon the work already begun by EPISD.

Through our work with Community Schools, I have participated in stakeholder discussions, community engagement programs and family enrichment exercises for the Bowie High school feeder pattern, a campus listed on the Priority School list. In my work in this region I have witnessed EPISD's dedicated commitment to bridging the equity gaps of its campuses in greatest need of focused support. I understand that the Transformation Zone Planning Grant will require community involvement, stakeholder feedback and direct partnership with community based organizations. I have experienced EPISD's commitment to involving community members, leaders and organizations to advance and exact the change needed in our public-school systems.

Austin Voices is committed to partnering with public school districts dedicated to creating great neighborhood school systems for young people to learn. I am confident, that if given the opportunity through the 2018-2019 TEA Transformation Zone Planning Grant, EPISD will not only be able to continue the innovative and forward thinking work it has already begun, but will completely change public education in El Paso.

Sincerely,

A handwritten signature in cursive script, appearing to read "Allen Weeks".

Allen Weeks
Executive Director
Austin Voices for education and Youth